

PARTICIPANTS' RESPONSES TO TRAINING ON THE UTILIZATION OF ONLINE GAMIFICATION FEATURES IN PRIMARY SCHOOL LEARNING IN GARUT REGENCY

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ABSTRACT:

The development of technology in the industrial era 4.0 penetrated almost all areas of life including education. The readiness of schools and teachers as the forefront in implementing government policies that launched a learning system that supports the industrial revolution 4.0 is non-negotiable. Training activities are needed for teachers to be able to integrate technology and equipment (gadgets) in teaching and learning activities. This study aims to see participants' responses to the implementation of training on the use of online gamification features that were attended by 60 elementary school teachers using online and offline methods based on material indicators, media, methods and instructors. The training participants generally gave positive responses to the implementation of the training program.

Keywords: Participant Responses, Training, Online Gamification

INTRODUCTION:

Gadgets are an integral part of everyday life in the era of the Internet of Things (IoT) in the current industrial era 4.0. The development of technology is connected to various lines of life, including the world of education. The education sector is expected to keep pace with

these technological advances by integrating it into the Education System. The government launched a learning system that supports the 4.0 industrial revolution. This will be possible if schools and teachers are technology literate.

The initial assessment provided information that almost all of the participants in the training activities were not responsive to today's progress because not all of them were IT literate plus the unavailability of adequate internet facilities in the schools where they taught. The pandemic period adds to the burden on teachers because they have to teach online. Based on the results of the interviews, many of these elementary school teachers complained about serious problems in online learning for almost the past year, especially in terms of evaluation because student learning outcomes were lower than direct learning. The habit of students using their cell phones at home to play games or watch videos on YouTube is known to have exceeded the time limit. In addition, teachers get complaints from parents regarding the difficulties parents have in directing their children to study at home because children are more focused on playing games than on learning or doing assignments given by their teachers. Parents claim to have reprimanded them several times and sometimes even with a small sentence, but their children still use cell phones for purposes

that are not related to lessons or other school assignments at home.

The teacher argues that the use of cell phones makes children lazy and does not concentrate (Satrianawati, 2017). The student's attention seemed to be caught by his cell phone. This is a potential problem that hinders the teaching and learning process. School facilities in the form of smart cell phones in the form of tablets which can actually support the teaching and learning process are not functioning properly due to the lack of socialization regarding the use of online-based applications that teachers and students can operate. Whereas through smart phone facilities, the process of teaching and learning activities can be more interactive, fun and provide a better understanding of the material being taught to students. Therefore, it is necessary to hold training on the use of technology to support the learning process both in the classroom and online in accordance with the times. This training activity integrates technology and equipment (gadgets) in teaching and learning activities through the introduction of online gamification features that can be used for free, one of which is quizizz.

Quizizz is an online-based gamification application that can be opened via a web browser. Quizizz is able to provide motivation and provide opportunities for students to be directly involved in the content. Students can have an account for free, and teachers make it easy to create multiplayer quizzes and can be done using various devices, whether computers, smartphones or tablets (Amornchewin, 2018). This application can be used by teachers to provide instructions as well as review and evaluation. This is possible because Quizizz provides a timer feature, when the quiz will start and when it will end. Teachers only need to provide pin games and students can take lessons wherever they are.

Teachers can express creative ideas in the learning process.

This game-based learning can be done in two ways, namely in the classroom directly (live mode), or used as homework. Quizzes or evaluations through this application can be done individually or in groups. In addition, quizizz also allows a teacher to connect with other teachers around the world to share knowledge and access each other's online quizzes. May, at al, (2018) found that Quizizz has a positive impact on the learning process in the classroom. This is shown by the acquisition of higher scores and increased cooperation between students in group work. Fang (2019) added that Quizizz is an educational app that enables students to participate in fun multiplayer class activities. Quizizz has the advantage that the processing time can adjust to students' abilities, but students will not be judged based on the speed of answering the questions. In addition, teachers can make assessments more easily because the scores can be downloaded in excel document format.

METHOD:

This research is a series of Independent Community Service activities carried out by researchers with the Team. The research was conducted using a descriptive method with a quantitative approach. The researcher tried to explain the participants' responses to the training on the use of online gamification features, namely quizizz in the learning process in elementary schools. Respondents consisted of 60 participants who were elementary school teachers in the Education Office of Malangbong District, Garut Regency-West Java.

The data that will be collected in this study are data on the responses of training participants regarding the implementation of training, training materials, training methods, training media, and training instructors. Samples were taken using total sampling,

namely 60 participants. Questionnaires regarding participants' responses to the implementation of the training were given to participants using google form with alternative answer choices consisting of strongly agree, agree, disagree and strongly disagree. The data that has been collected is then analyzed using a simple percentage calculation with the formula:

$$P = \frac{F}{n} \times 100\%$$

RESULTS AND DISCUSSION:

RESULT:

The results of data processing regarding participant responses to the implementation of training activities on the Utilization of Online Gamification Features in Primary School Learning in Garut Regency can be seen in the description of the research results as follows:

PARTICIPANTS' RESPONSES TO TRAINING MATERIALS:

The participants' responses to the training materials can be seen from the percentage of answers which shows that most of the participants (50%) chose the agree answer alternative. 40% of participants even answered strongly agree. Other respondents answered disagree (6%) and strongly disagree (4%). Visually, the percentage of participants' responses to the material presented can be seen in Figure 1.

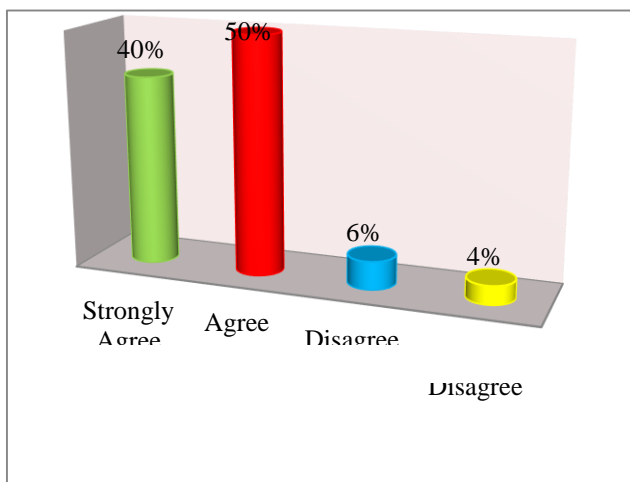


Figure 1. Diagram of Participants' Responses to Training Materials

(Source: Research Data Processing, 2021)

The diagram in Figure 1 shows that the training participants generally gave positive responses to the training material. The average participant's answers were in agree and strongly agree.

PARTICIPANTS' RESPONSES TO TRAINING METHODS:

Similar to the training material, participants gave positive responses to the training methods used by the team. There were 19% of participants who chose the alternative answers strongly agree and 55% chose agree. In addition to agree and strongly agree, there were respondents who chose the alternative answers to disagree by 16% and strongly disagree by 10%. When depicted, it will look like in the following diagram:

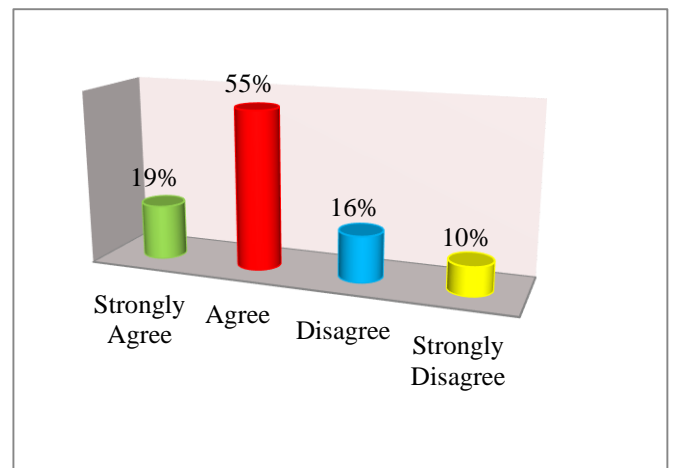


Figure 2. Diagram of Participants' Responses to the Training Method

(Source: Research Data Processing, 2021)

Based on the diagram in Figure 2, it appears that in general the participants' responses to the training method tended to be positive, with the majority of participants' answers being in the agree alternative answers.

PARTICIPANTS' RESPONSES TO THE TRAINING MEDIA:

The participants' responses to the training media used by the team also varied. Most (51%) participants chose the alternative answer agree and 34% chose strongly agree. 11% of respondents chose the alternative disagree answer and 4% of respondents chose strongly disagree. If visualized in a diagrammatic form, it will look as follows:

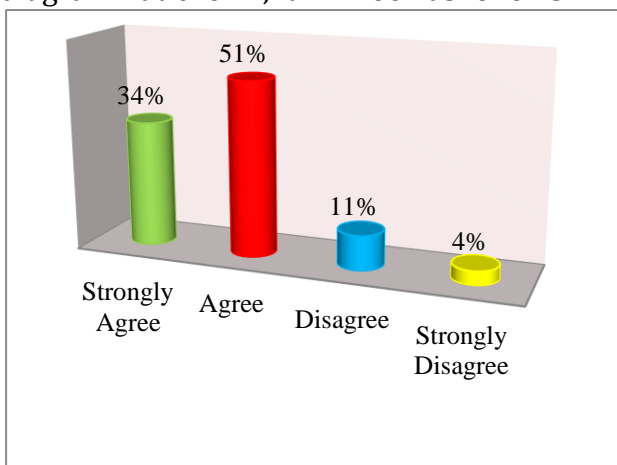


Figure 3. Diagram of Participants' Responses to the Training Media

(Source: Research Data Processing, 2021)

The diagram in Figure 3 shows that in general the participants' responses to the training media were positive. This can be seen from the acquisition of an average response to the agree answer alternative.

RESPONSES TO TRAINING INSTRUCTORS:

Most of the participants responded well to questions related to the competence of training instructors. This can be seen from the percentage of participants' choice of agreeing to the alternative answer by 50% and choosing strongly agree alternatives as much as 36%. Respondents who chose alternative answers were 10% disagree and 4% strongly disagreed. If it is illustrated in a diagram, it is shown in Figure 4.

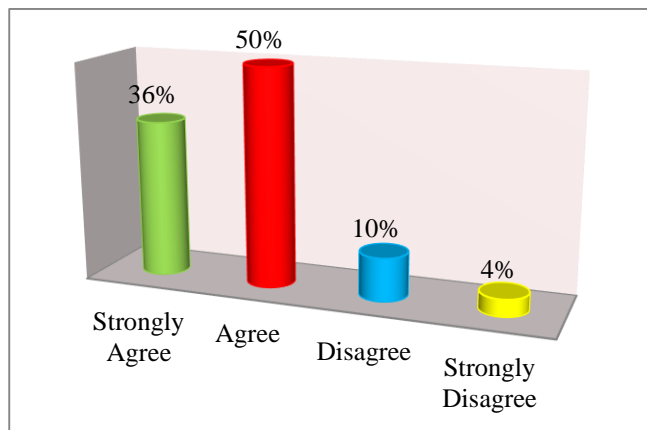


Figure 4. Diagram of Participants' Responses to the Training Instructor

(Source: Research Data Processing, 2021)

The diagram in Figure 4 shows that the responses of the trainees to the training instructor indicators are generally positive. The average answers of the training participants led to the alternative answers to strongly agree and agree.

DISCUSSION:

This research is a series of Community Service activities carried out on elementary school teachers in the Education Office of Malangbong District, Garut Regency, West Java Province.

PARTICIPANTS' RESPONSES TO TRAINING MATERIALS:

In this training, the instructor provides material related to the importance of using communication features and explains that creativity in delivering material in an interesting and fun way is needed in the current learning process. The online gamification feature that is used as the training theme is quizizz with the assumption that this feature is easy to use and attractive for children who basically like games. Quizizz provides space for students to be actively involved in the learning process while still being able to use their gadgets so that learning becomes more interesting and fun. Referring to the opinion of

Situmorang, et.al (2019), that "learning that is fun is that not all the eyes of the child must be focused on the teacher and sit to listen but how learning can be active and students feel motivated and motivated".

Based on the results of data processing, the participants' responses regarding the material presented at the Online Gamification Feature Utilization training in Primary School Learning that they participated in, tended to be positive. The recapitulation of the percentage of participants' answers on the alternative options "agree" and "strongly agree", a total of 90% of the 60 participants. This can be an indication that in general the participants considered that the material provided was in accordance with their needs. According to the participants, the training material was very useful for participants. Training material is learning material that will be discussed in a training activity. In order not to deviate from the objectives, the material must be designed according to the needs of the training participants. The training materials are arranged systematically and according to the learning context (Basri, 2015).

PARTICIPANTS' RESPONSES TO TRAINING METHODS:

One of the ways to achieve quality educators is through training and development. This is an effort to prepare educators to face jobs that they consider not yet mastered. Management thought put forward by Taylor (Yuniarti, 2019), explains that the workforce needs proper work training. This theory is very appropriate to increase the ability and responsibility at work, so that in completing tasks more effectively and efficiently in accordance with predetermined rules. Through training and development, educators will be able to work on, develop learning programs to be more effective.

Training not only has an effect on increasing work efficiency and effectiveness, but training which is expected to provide benefits in improving the performance of students. This training is carried out in two ways, namely online (using the zoom meeting application) and partly face-to-face. The training process can be seen in Figure 5.



Figure 5. Training Activities for Using Online Gamification Features
(Source: Researcher's Documentation, 2021)

The training implementation is coupled with a practice where the team invites participants to play directly by creating an account and simulating the evaluation process using this feature. Participants seemed enthusiastic and motivated to be able to answer all the questions contained in the quiz on the accounts of other participants. Meanwhile, participants who take part in online training can still take part in simulations and collect their assignments through the whatsapp group. Following are the

participant's assignments collected through the whatsapp group:



Figure 6. Tasks of the Training Participants
(Source: Researcher's Documentation, 2021)

The method used in the training to get responses was almost the same as the training material. Based on the results of data processing, it can be seen that there are 55% of participants who chose the alternative answer "agree" and 19% chose "strongly agree". In the indicator method, the alternative answers "disagree" and "strongly disagree" got quite a lot of choices from the participants, namely 16% and 10%. According to the participants who chose disagree and strongly disagreed answers, online and offline methods which were implemented simultaneously were considered less effective because participants did not have the same opportunity. However, in general it can be said that the methods provided in the training are appropriate considering that the training was carried out during the pandemic Covid-19.

PARTICIPANTS' RESPONSES TO THE TRAINING MEDIA:

The training media in this study were seen based on the role of the media in helping participants understand the material presented in the training. In general, the participants responded "agree" to the material presented, but there were complaints from some participants because they could not participate in the training optimally. This is due to the inability of participants to operate IT devices, both smart phones and laptops. In addition, the signal in several areas where the participants

lived was unstable so that reception of the material was hampered.

The results of data processing based on the training participants' responses to the use of training media can be seen from the percentage of participants' choice of alternative answers to "agree" and "strongly agree" of 51% and 34% of the 60 participants. Referring to these results, it can be said that the media used in the training are in accordance with the themes and needs of the training participants. The training media must be selected based on the needs at the time of presenting the material. This is in line with the opinion of Abidin (2016), that the process of implementing the selection of learning media is basically an application of learning technology. At the initial stage, the media must be carefully selected and planned and determined, and specially designed to solve the learning problems at hand. The quality of learning can improve if the media that has been carefully selected are then applied or put to good use.

PARTICIPANTS' RESPONSES TO THE TRAINING INSTRUCTOR:

Based on the findings and the results of data processing about the participants' responses to the training instructor, it can be seen that the percentage of participants' answers on the training instructor indicator is mostly in the "agree" alternative, namely 50%. Thus it can be concluded that instructors are considered to have good qualifications and mastery of the material presented and have the ability in the field of information technology. Instructors are also considered to be able to create a fun and creative training atmosphere by the trainees.

Instructors have many roles and responsibilities. Instructors will have difficulty in carrying out an effective, efficient and attractive training program if they only have knowledge of the substance they are training

in. In addition to mastering the substance, an instructor who plays an important role in organizing a training program also needs to have knowledge and skills on how to teach the content or material of the program being trained (Elis, 2018).

CONCLUSIONS:

After attending the training and trying out the quizizz gamification feature, participants said that they understood and felt that playing games was fun and could make them forget the time and even forget about the people around them because they are never separated from their gadgets. The participants' questionnaire changed regarding the function of a gadget, that if it was integrated with the learning process, the gadget could become a fun learning tool. This of course will have a positive impact on how teachers must respond to the use of gadgets through the use of this gamification feature to add to the learning experience both in the classroom and online.

Through the reflections given at the end of the training, the participants enthusiastically showed their hopes of being able to use the online gamification feature. Participants also provided input via the fields provided on the google form that they felt greatly helped by this training. The participants learned that prohibiting the use of gadgets in the classroom is not entirely correct. According to them, the best solution is to integrate the use of gadgets in the learning process so that students can enjoy the learning process and no longer feel bored with the monotonous learning routine at every meeting.

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